Teacher's Guide

Consistency: Discipline, Identity & the Cost of Showing Up - Advanced (C1-C2)

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Part 1. Students read the quotes and discuss the questions.

Part 2. Students discuss how consistent they tend to be in each situation and discuss the questions.

Part 3. Students read the text.

Part 4. Students discuss the questions.

Part 5. Students complete each expression with one missing word. They then decide whether they agree or disagree with the statement and explain why.

Answer key:

1. showing
2. to/through
3. corner
4. eye
5. race
6. changing

Part 6. For each pair of statements, students decide which they agree with more. Encourage students to justify their position and consider whether a balanced position might exist between the two.

Part 7. Students read about Oliver's situation.

Part 8. Students discuss the questions based on Oliver's situation.

Part 9. Students read the statements and decide whether each one is a goal or a system.

Suggested answers:

1. **Goal** – It describes a desired outcome, not the behaviour required to achieve it.
2. **System** – It is a specific, repeatable action that directly supports the goal.
3. **Goal** – It states an intention or result, but does not explain how to achieve it.
4. **System** – It is a measurable, repeated behaviour that can gradually build confidence.
5. **Goal** – It focuses on the final result, not the process.

6. **System** – It defines a consistent, manageable action that makes writing a book more likely.

Part 10. Students think of one goal they currently have and turn it into a simple system by completing the sentences. Then, students discuss the questions.

Reflection

Students complete the sentences with their own ideas.